

**EFL TEACHERS' PERCEPTION ON L2 LANGUAGE
EXPOSURE IN GOLDEN CHRISTIAN SCHOOL OF
PALANGKARAYA**



**BY:
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
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**EFL TEACHERS' PERSEPTION ON L2 LANGUAGE
EXPOSURE IN GOLDEN CHRISTIAN SCHOOL**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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Assalamu'alaikum Wr. Wb.

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Thank you for the attention.

Wassalamu'alaikumWr. Wb.

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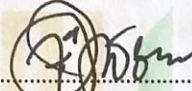
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MOTTO AND DEDICATION

رب اغفر لي
O' ALLAH, FORGIVE ME
وارحمي
HAVE MERCY ON ME
واجبرني
STRENGTHEN ME
وارفعني
ELEVATE ME
وارزقني
SUSTAIN ME
واهدني
GUIDE ME
وعافني
PARDON ME
YOU ARE THE MOST GRACIOUS. THE MOST MERCIFUL
AMEEN

I DEDICATED MY PAPER FOR:

My Lovely Mom and Best Human in the World Mrs Fitriana Hidayati. My Toughst Father and My First Love Mr Muhammad Surianyah. My Soulmate in Bloodline A Hana, Evi, Ica & Aira And for my big families in Kandangan dan Martapura.

And also for my friends and people who love me, thanks for your support, motivation, pray, and even tears. Without you, I'm not the one who can through all of this.

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 2017

Yours Faithfully



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ABSTRACT

Royani, Ida. 2017. *EFL Teachers' Perception on L2 Language exposure in Golden Christian School Palangkaraya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Luqman Baehaqi, S. S, M.Pd., (II) Zaitun Qamariah, M.Pd.

Key words: Teachers' Perception, Transfer Language, Second Language Acquisitions, Input Hypotesis, Language Exposure.

The principle purpose of the study was to analyze how do EFL teachers' perceptions on L2 language exposure at Golden Christian School. The aim of this study is to know the teacher input process to target language in English subject at Golden Christian School Palangkaraya.

This study was case study with qualitative approach. For the data collection, it was used the instruments such as observation equipped with observation checklist, interview equipped with interview guideline, documentation and field notes. To analyze the data, it was through the techniques: data collection, data display, data reduction, and conclusion/drawing. For the data endorsement, it was used triangulation technique.

The research findings show that from learning process in the classroom was focus give the L2 learners' intake maximum input of target language in the classroom. The classroom was setting with maximum interaction such as using target language intensively in the classroom, make a conductive atmosphere during the lesson, and have a comprehension input such as a native speaker teacher. The input can classified input hypothesis by Krashen: a. optimal input is comprehension, b. optimal input is interesting and relevant, c. optimal input is not grammatical sequenced and d. optimal input should be in a sufficient quantity.

ABSTRAK (Indonesian)

Royani, Ida. 2017. *Persepsi Guru EFL tentang pemaparan bahasa L2 di Golden Christian School Palangkaraya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Luqman Baehaqi, S. S, M.Pd., (II) M. Zaitun Qamariah, M.Pd.

Kata Kunci: Persepsi Guru, Bahasa Transfer, Akuisisi Bahasa Kedua, Hipotesis Masukan, Eksposur Bahasa

Tujuan utama penelitian ini adalah untuk menganalisis bagaimana persepsi guru EFL tentang pemaparan bahasa L2 di Golden Christian School. Tujuan dari penelitian ini adalah untuk mengetahui proses masukan guru untuk menargetkan bahasa dalam mata pelajaran bahasa Inggris di Golden Christian School Palangkaraya.

Penelitian ini merupakan studi kasus dengan pendekatan kualitatif. Untuk pengumpulan data, digunakan instrumen seperti observasi yang dilengkapi dengan checklist observasi, wawancara dilengkapi dengan pedoman wawancara, dokumentasi dan catatan lapangan. Untuk menganalisa data, melalui tekniknya: pengumpulan data, tampilan data, reduksi data, dan kesimpulan / gambar. Untuk data endorsement, teknik triangulasi digunakan.

Temuan penelitian menunjukkan bahwa dari proses belajar di kelas fokus memberi masukan masukan maksimal kepada siswa L2 dalam bahasa target di kelas. Ruang kelas di setting dengan interaksi maksimal seperti menggunakan bahasa target secara intensif di kelas, membuat suasana kondusif selama pelajaran, dan memiliki masukan pemahaman seperti guru penutur asli. Masukan tersebut dapat mengklasifikasikan hipotesis masukan oleh Krashen: a. Masukan optimal adalah pemahaman, b. Masukan yang optimal sangat menarik dan relevan, c. Masukan optimal tidak diurutkan secara gramatikal dan d. Masukan optimal harus dalam jumlah yang cukup.

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Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better.

The writer hopes this paper will be useful for the readers in general and for the writer herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangkaraya, October 2017

The Writer,

Ida Royani

1311120841

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LIST OF ABBREVIATIONS

EFL	: English Foreign Language
etc.	: etcetera or and other things
SLA	: Second Language Acquisition
EFL	: English as Foreign Language
ESL	: English as Second Language

CHAPTER I

INTRODUCTION

In this section, the writer describes the background and the problem of the study, research focus, objectives and significances of the study, the definition of key terms and the frame of the discussion.

A. Background of the Study

For decades, the phenomenon of language transfer has been a focus of second language acquisition. Language transfer refers to speakers or writers applying knowledge from their native language to a second language. According Muriel (2006: 16) the brief comparison language transfer L1 versus L2 learning is divided into three phrases are the initial state when students process and begin to learn a simple second language vocabulary such as part of speech to communicate in the classroom with a friend even though they have no knowledge of the correct grammatical. Next, the intermediate state which students have knowledge not only the vocabulary but the pronunciation, grammar and all other aspect of second language structure and usage. Then, the final state is the outcomes of L1 and L2 learning. Who the students or L2 learners reach “near-native” or “native-like” competences along with their native or L1 language.

Besides going through the stages in the transfer from the native language to the second language, the process of understanding both languages is influenced

by the environment and the input given to them. According Heidi, Marina and Stephen (1982 :13) the quality of the language environment is of a paramount importance to success in learning a new language. As EFL students certainly they do not get proficiency in English or a second language in their daily life. Therefore, acquiring a language requires a certain amount of exposure to the target language. Exposure in a language is considered successful when the learner can already produce the language. Language exposure plays a big role in the L2 learners language production. the sufficiency exposure with second language can be a result of social interaction with speakers of the target language. Formal environment like international school also have a big role in process the second language acquisition process. The researcher chooses because Golden Christian School Palangkaraya is the one of the favorite school in Palangkaraya. Especially in English lesson at Junior and High school grade, they had 3 English subject in a week such as English, UNC English, and SLA subjects. They also use English as second language for communication in the school

Lightbrow and Spada (2001: 42) also claimed that language acquisition theories emphasize the importance of interacting with others in broader social context. But in fact, EFL students only have a minimum exposure with second language acquisition. Jørgen (2015: 9) States students with minimal second language exposure have limitations on their working memory and the nature of

the learner's developing linguistic system, process inputs in ways that are less than optimal for acquisition. Therefore it is necessary to have the appropriate input to achieve L2 acquisition perfect. Nurmayanti (2012: 128) assumes that a child may show a different acquisition with another child based input, interaction, stimulation and learning strategies also factor that improve students second language acquisition. Input given to students is also an important factor in the second language acquisition process. According Huda (1987: 19) the input hypothesis proposed by Krashen, the acquisition of a second language can occur when the L2 learner understands the meaning that is given to them.

Based on the above explanation, it can be concluded that although the transfer of a second language can be hampered because students' anxiety, it can be handled by input exposure to second language and language exposure using English communicative in the classroom based on the environment in the classroom. Acquiring a second language explicitly obtained can be transformed into tacit knowledge with practice until knowledge of the first language (L1) and second language (L2) equal presence, and then the interference can be avoided. Based on observations of the theory of second language acquisition and problems faced by researchers this study will find out how do EFL teachers perceive on L2 language exposure at Golden Christian School Palangkaraya. Researchers also want to contribute to this study as a reference in the teaching of second language education especially in English in the classroom and the public.

Based on the reasons above, the writer conducts the research entitled: EFL Teachers Perception on L2 Language Exposure in Golden Christian School.

B. Research Problem

How do EFL teachers' perceive on L2 language exposure at Golden Christian School of Palangkaraya?

C. Objective of the Study

Based on the problem above, the objectives of the study in this research is to analyze EFL teachers' perception on L2 language exposure at Golden Christian School of Palangkaraya.

D. Scope and Limitation

According the background of the study, the researchers make the scope and limitation of the research object in order for making focus the topic. The scope of this study on to analyses EFL teachers' perception on L2 language exposure at Golden Christian School of Palangkaraya. The researchers is limited the study on teacher perceptions based his teach in VIII class or second grade junior high school students in SMP Golden Christian School.

E. Significance of the Study

The uses of this study that expected by the writer as below:

1. **Theoretically**, this study will support the theory of language transfer in second language acquisition study.

2. **Practically,** From the lectures/teachers: This study could be one of additional resources for improving teaching second language learning for young students in the classroom. This is because the writer provided lectures/teachers newest viewpoint strategy and theory to improve their ability of second language (l2). From the students: This study could be solution for students how to resolve the second language (L2) acquisition problems in second language acquisitions (SLA) problems. From the other researches: This study can be used as a reference to conduct a relevant study.

F. Definition of Key Terms

There are some definitions in this research namely:

- Teachers' perception

The thoughts or mental images teachers have about their students—are shaped by their background knowledge and life experiences.

- Language Transfer

Language transfer (also known as L1 interference, linguistic interference, and cross-linguistic influence) refers to speakers or writers applying knowledge from one language to another language. It is the transfer of linguistic features between languages in the speech repertoire of a bilingual or multilingual individual, whether from first to second, second to first or many other relationships.

- EFL teachers

Or Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first languages. TEFL can occur either within the state school system or more privately, at a language school or with a tutor. TEFL can also take place in an English-speaking country for people who have immigrated there (either temporarily for school or work, or permanently). TEFL teachers may be native or non-native speakers of English.

- L2 learners

Students who the first language is not English, So they being studied a second language as a foreign language.

- Language Exposure

Language Exposure as one of the conditions for L1 acquisition holds equally true for second language (L2) learning. If children are exposed to the L2 in the same way as they are exposed to the L1, greater success will be achieved. This is because in the 'natural' L2 learning situation, the pressure to acquire the IL in order to control the environment is indeed tremendous.

- Target Language

The term of target language or also called second language (L2) is a language into which another language is to be translated/compare or the language other than one's native language that is being learned.

G. Framework of Discussions

The systematic of the discussion of the study as follows:

Chapter I: Introduction consists of background of the study, research problem, objective of the study, scope and limitation, significance of the study, definition of the key terms and framework of discussion.

Chapter II: Review of related literature consists of This chapter explains Related Studies, Second Language Acquisition, Stages of Second Language Acquisition, Monitor Model, Input Hypothesis, Language Transfer, The Role of Input in a Classroom Environment of Second Language Acquisition, The Potential of the Second Language Input in the Classroom and The Role of Output from The Input in the Classroom.

Chapter III: Research method consists of research design, subject of the study, source of data, research instrument, data collection procedure, and data analysis procedure and data endorsement.

Chapter IV: Research Findings and Discussions consists of data presentations, research findings and discussions.

Chapter V: Closing consists of conclusion and suggestions

CHAPTER II

REVIEW OF LITERATURE

This chapter explains Related Studies, Second Language Acquisition, Stages of Second Language Acquisition, Monitor Model, Input Hypothesis, Language Transfer, The Role of Input in a Classroom Environment of Second Language Acquisition, The Potential of the Second Language Input in the Classroom and The Role of Output from The Input in the Classroom.

A. Related Studies

The writer is not the first who research about EFL teachers or second language acquisitions. But it does not mean that the researcher only plagiarizes the previous study. To prove the originality of the study the researcher shows the related studies. The study of second language acquisition had been conducted by nurmayanti with her thesis title the child second language acquisition (a study case at brinton international school). The aims of her study descript second language vocabulary and sentences acquisition and find out factors that improved facilitation second language acquisition of her granddaughter at Brinton International School (Nurmayanti, 2012:11). This research the objective is to find out who the second language process between her vocabulary and sentences at Brinton International School. In this study researcher focus on how teachers' perspective in teaching international.

The study of EFL teachers also had been researched by Norma Nél and Helene Muller (2010:635) with the journal title is the impact of teachers' limited English proficiency on English second language learners in South African schools. It will be claimed that The importance of the role of language in teacher education programmers and in children's learning is crucial. This study focused on the use of English as the language of learning and teaching and its impact on the language development of English second language (ESL) student teachers and ESL learners. Against the background of major theories in second language (L2) acquisition and learning, this topic is contextualized within the South African education system. An empirical inquiry was carried out in which portfolios (evidence of practical teaching including lesson plans and learners' work) submitted by final year student teachers enrolled at a large distance teaching university for the Advanced Certificate in Education: Inclusive Education were scrutinized. A comparison of teacher and learner written errors was made. Based on the findings, a questionnaire was designed to determine the extent of the impact of teachers' limited English proficiency on learners' English proficiency. The findings of the questionnaire response are presented. Recommendations are made on how student teachers can improved their teaching practice to ensure quality ESL teacher input and ESL learner performance.

The study of EFL teachers' perceptions also had been researched by Egemen AYDOĞDU (2007:1) with the title is EFL teachers' perceptions of foreign language teaching competences. The purpose of this research was to investigate the foreign language teachers' perceptions on foreign language teaching competences. The data was collected by a 68 item Likert type questionnaire. The population of the study cohorts 150 teachers of English who were working in K-12 schools located in Edirne during the second semester of 2005-2006 academic year. The data were statistically analyzed and after the analysis of data the teachers' perceptions for teaching competences have been described. The teachers seem to perceive themselves competent enough in some teaching competences whereas they also state that some action has to be taken in order to improve the quality of the current foreign language teaching practices.

Research about language transfer in English foreign language has been done by Enisa Mede (Eds) entitled the effect of language transfer in turkish efl learners. Language transfer is defined as the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired (Odlin, 1989). The notion of transfer was raised with the Contrastive Analysis Hypothesis (CAH) by the behaviorist psychologists. Based that view show the process transfer language should be controlled by the instructor in a minimum access like a private university of turkey. So, we can analysis native language (NL) affects second

language and it was the source of error in production and/or reception (Gass & Selinker, 2001). The present study aims to investigate the transfer effects of Turkish (L1) learners of English (L2). Specifically, the present study examines the acquisition of word order (verb placement) in Turkish EFL learners. Data came from picture description and grammaticality judgment tasks. The results revealed significant evidence for syntactic transfer due to different word order patterns between the two languages (Enisa, 2014: 70).

The role of input also had been a subject for second language learning process. The title of thesis was The role of input in early second language acquisition (a study of the long-term effects of initial extra English input on Norwegian 4th graders' receptive vocabulary). In this study, Tonje (2013: 9) explained to investigate the long-term effects of initial extra English input in early second language learners on receptive vocabulary. It builds on a study conducted by Dahl & Vulchanova (submitted), where a group of Norwegian pupils in their first year of English instruction received systematic extra English (EE) input in and outside English classes, but within the school environment and without increasing teaching hours. Compared to a group in a different school where only normal English (NE) input was provided, the EE input group showed a substantial growth in vocabulary size throughout the school year (Dahl & Vulchanova, submitted). The systematic extra English input focus was discontinued after the pupils' second year of schooling.

The current study tested the receptive vocabulary of the EE exposure group and that of a NE exposure group two years after the discontinuation of the EE input focus. 44 monolingual children in two schools were tested using the Peabody Picture Vocabulary Test (Dunn & Dunn, 2007). The results indicate that, contrary to the development seen in 1st grade, the two groups now develop at a similar and almost parallel rate in terms of receptive vocabulary. Although the EE exposure group retains a slightly higher mean raw score, an ANOVA analysis shows that the difference in raw score of the two groups is not statistically significant. Based on reports from parents, the ANOVA was also conducted to investigate whether external factors of input such as media exposure and stays in countries where English is an official language had an impact on the pupils' receptive vocabulary. The analysis did not yield any statistically significant results. The results suggest that it is indeed the discontinuation of the EE input that has resulted in the change of receptive vocabulary development, and that the initial vocabulary boost the EE exposure group's participants obtained in 1st grade does not seem to provide a lasting advantage.

Study about language exposure also has been researched by Jose and Christine (2013: 234) with the title the significant of language exposure with writing self-efficacy and writing apprehension of filipino ESL writers. This research investigated the relationship of English language exposure, writing apprehension and writing self-efficacy of 64 college students taking up academic

writing. Instruments used were the language exposure questionnaire, the writing apprehension test or WAT by Daly-Miller. Pearson r was utilized in the analysis of the relationship of the mentioned variables and results of the study show that first, exposure and self-efficacy are moderately correlated, which means that the respondents who have more access or exposure to the target language felt more confident in their writing outputs. Second, the exposure and self-apprehension are not correlated, which means that apprehension is possible despite high exposure to the language. Lastly, writing self-efficacy and writing apprehension are inversely correlated, which means that the higher the self-efficacy, the lower the apprehension and vice versa.

Next study is about language exposure in second language with the title exposure is not enough: the interaction of exposure and efficiency in the second language acquisition process by Birgit Backer. Birgit (2007: 450) states exposure and efficiency are main determinants of immigrants' second language acquisition. In some studies also interactions between these two concepts have been reported but the empirical results are rather inconsistent and there has been no theoretical foundation of this interaction effect. But the existence and direction of this interaction may have serious consequences since it has direct implications for language learning programs. The determinants exposure and efficiency have recently been integrated in an expected utility framework by Esser, which allows clear predictions about the impact of the concepts as well as

their interdependences. The interaction between exposure and efficiency is tested empirically with German data from the project 'Preschool Education and Educational Careers among Migrant Children'. The theoretically derived hypothesis of a positive interaction between the two concepts can be verified. This indicates a Matthew effect which means that children who already have an advantage (e.g. have a higher efficiency) can benefit more from an additional positive condition (like more exposure). The multiplicative link of the two concepts also implies that a learner cannot reach a higher level in the second language, if just one of the determinants is very low. According this study, Researchers used the input hypothesis to analyze their second language acquisition.

In the other hand the objective on this research is to find out and analyze process and factors that improve their transfer of second language acquisition.

B. Second Language Acquisition

According to Troike (2006: 2) Second Language Acquisition (SLA) refers to the study of how students learn a second language (L2) additionally to their first language (L1). Although it is referred as Second Language Acquisition, it is the process of learning any language after the first language whether it is the second, third or fourth language. Therefore, any other language apart from the first language is called a second language (SL) or also referred to as a target language (TL).

To distinguish between *Second Language* and *Foreign Language*, The Collins Dictionary defines *Second Language* as the language that a person learns after his or her native language and *Foreign Language* as a language that is used in a country other than one's native country. There are different ways to acquire second or foreign languages. It can be in a formal way as in a classroom environment or informal way such as when the learner picks up the language by being culturally active participant of the society. This can be done by attending school in the target country, watching local television, listening to radio or/and reading newspapers in L2.

By being actively involved in the learning environment, the learner is constantly in contact with the target language through normal daily routines. It is extremely important in second language acquisition to look at the learning environment and investigate if the age factor has any effect.

C. The Stages of Second Language Acquisition

It is important for teachers to understand and take into account the second language acquisition stages. The first stage, called Pre-Production or initial states (Troike, 2006: 15) is a silent period where language learners may have up to 500 words in their receptive vocabulary, but they are not yet speaking. Teachers might use visual aids and constant repetition in order to help the students understand. During this first stage, it is very important for teachers to use the environment – such as visual aids – and body language to help students understand. In fact, if

students only have limited receptive language, teachers need to ensure their understanding based on the use of the environment. Students acquire second language by repetition, thus it is vital for teachers to use constant repetition in order for students to understand it and, therefore, use it.

When students are ready they move on to the next stage, called Early Production Stage or Intermediate states, where they are expected to produce basic sentences using simple vocabulary. So, their knowledge increase in vocabulary, grammar and all other aspects of language structure and use. (Troike, 2006: 19)

And finally, in the final stages (Speech Emergence, Intermediate Fluency and Advanced Fluency) they are able to communicate using more complex vocabulary, and they are able to understand more complex conversations, becoming fluent. So, this state is the outcomes of L1 or L2 learning. Some learners reach “near-native” or “native-alike” that is the ultimate multilingual development (Troike, 2006: 21)

D. Monitor Model

There are various factors that have impact on learning a second language and it is important to discuss the theories behind second language acquisition and try to find out how we learn a language and what elements needs to be present for a successful language acquisition.

One of the last of the early approaches to SLA has an internal focus is monitoring model, proposed by Stephen Krashen (1987). Those elements from Krashen’s

book include a “filter”, an “organizer” and a “monitor”. He mentions that the “filter” deals with how the learner is influenced in a social context and how he reacts in various social environments. The “organizer” determines the arrangement of the learners language system and “the usage of incorrect grammatical constructions as provisional precursors of grammatical structures, the systematically occurrence of errors in the learner’s utterances as well as a common order in which structures are learnt” (Krashen 1983, as cited in Altenaichinger, 2003). The “monitor” operates the conscious learning part where the learners correct their speech according to their age (Altenaichinger 2003). Those highly debatable SLA elements, which are often fuelled by criticism because many of its construct (what constitutes comprehensible input) and the claimed distinction between learnig and acquisition are vague and imprecise (McLaughin 198), are based on the following five hypotheses from Brown (2002) as cited in Altenaichinger:

1. *The Acquisition-Learning Hypothesis*: An acquisition is a “subconscious and intuitive process of constructing the system of a language” (p. 278) while learning is a conscious process that students are aware of their learning process and what is expected of them.
2. *The Monitor Hypothesis*: Is the learning process with the purpose to “monitor” the learning progress and propose improvements to what has already been learned.

3. *The Natural Order Hypothesis* claims that we acquire the rules of a language in a predictable order.
4. *The Input Hypothesis* bolsters the importance for the learner to understand the language a bit beyond his or her understanding with an influence such as motivation.
5. *The Affective Filter Hypothesis* suggests that language is acquired more easily if certain emotion factors are met, such as being mentally stable and not angry, anxious or bored. This means that positive attitude seems to be important in SLA.

E. The Input Hypothesis

According Achmad (1990:20) to this hypothesis, we get the language if the received input is greater than we have. The formula followed in this process of input is the shift from stage i (i = level of competence in learning) to stage $i + 1$ ($i + 1$ = level directly following i during natural sequence) by understanding the content of $i + 1$ languages. In other words, if inputs are adequate and understood, then we are at stage $i + 1$. The usual sources are helper (the caretaker speech), teacher (the teacher talk) and native speaker (foreign talk).

Dr. Nuril Huda (1987: 13) describes the incidence of fossilisation. Gass in 1999 defines fossilization as a learning discontinuation process that arises at any stage before achieving the linguistic competence of native speakers. Field in 2004 also defines fossilization as a non-alteration of second-language learning in

producing the wrong syntactic form despite continuing the correct variety of languages. According to Dr. Nuril Huda, symptoms of fossilization are caused by several factors. First, input that is understandable to be received by the learner is not sufficient in number. For example, English taught by teachers is not native speakers. Second, the learner's low input because the quality takes the imperfect model. Input does not contain language at level $i + 1$. Third, study of grammar can make a loose affection filter. Maybe in certain people because the affection filters longer, then the learner no longer feel the need to improve the ability of the second language when the ability is still low. Finally, those forms that have not been perfectly mastered become fossils. And the last learner learning gets the wrong input. This usually comes from a mistaken example of the teacher.

F. Language Transfer

Language transfer has been a controversial issue in SLA for a long time. Its importance in second language (L2) learning has also been reassessed time and again. Along with the developments of research on language transfer, linguists have realized that the first language (L1) acts as “a major factor in SLA” (Ellis, 1990:297). There are evidences of L1 influences at every aspect of L2 learners' interlanguage: discourse, lexicon, semantics, syntax, morphology (including bound morphemes), phonetics, and phonology. In order to get a comprehensive understanding and fully recognize the significance of language transfer, it is necessary to have a close look at its research developments at different stages and

relative definitions. Over a hundred years ago, the term transfer to refer to cross-linguistic influences, which had been used by many linguists ever since. However, the terminology is not without problems and leads to different conceptions. Corder in 1983 and Kellerman & Smith in 1986 advocated abandoning the term or using it with high restriction, yet many linguists continued to use it without any limitation. Up until now, linguists still do not have an exact definition of language transfer, which varies along with the developments of research on it. In the twentieth century, the developments of language transfer research fell into mainly three periods and categories, namely, behaviorist, mentalist and cognitive view (Ellis, 1994:297). Behaviorists regarded language learning as habit formation. In the view of mentalists, language acquisition was a creative construction of linguistic rules. Cognitive linguists focused on factors that influence language acquisition.

G. The Role of Input in a Classroom Environment of Second Language Acquisition

Nurhadi (1990: 111) gives the term input interpreted as 'something' obtained as a result of interaction. Input can be obtained either orally or in writing. So the input in the classroom environment means the input that the acquisition is only through the activities in the class. The second language acquisition can take place or occurs smoothly when the second language data as input and a set of internal tools is available.

The three views of each input are given by the behavioral, the natives', and the interactions. The behaviors view considers learning as 'a language-generating machine', so the linguistic environment sees it as a very important inventor factor. The natives' view considers learning as a generator of internal mechanisms. In addition, the interracial views of learning and linguistic environmental factors together play an important role in the second language acquisition.

From the three views can be studied more deeply considering the factors that influence each other in the process of acquisition. Research on classroom teaching has long been done. As Schererdan Wetheimer investigates the comparison of language teaching methods, they cannot determine which method is superior. One way that researchers ultimately take is to look at the interaction processes in the classroom by collecting language data from the class itself.

Nurhadi (1990: 112) quotes from Krashen's (1981) revelation stating that the acquisition of a person's second language is dependent on a well-understood input. In other words, students who can speak a second language because it has got input that can be understood its meaning. The meaning of this statement is that the learner obtains a second language by understanding that input is more difficult than the student's level of language ability. In order to rise to a higher level it is necessary to understand the inputs that contain elements at that level. Speech activity is the result of the acquisition and the ability to speak cannot be taught, but will appear automatically as a result of the acceptable input.

Furthermore, if the input has been understood and the amount is sufficient then automatically also the learner obtains input containing the content of the required language elements. Therefore, according to Krashen no longer need to teach teachers explicit grammar to students in speaking ability.

H. The Potential of the Second Language Input in the Classroom

We often hear that you have to "live in the country" in order to achieve any real proficiency in a second language, and that the informal real world environment is always superior to the classroom, or formal environment. Krashen (2009:58) attempted to resolve this apparent conflict by hypothesizing that what was really at issue was comprehensible input. The classroom is of benefit when it is the major source of comprehensible input. When acquirers have rich sources of input outside the class, and when they are proficient enough to take advantage of it (i.e. understand at least some of it).

In the case of the children and adult beginner, the classroom can do much better than the informal environment. In the second language classroom, we have the potential of supplying a full 40-50 minutes per day of comprehensible input that will encourage language acquisition. The true beginner in the informal environment, especially if he or she is not adept at skills of conversational management and negotiation of meaning, may require days or even weeks before he or she can "pick out" that much comprehensible input from

the barrage of language heard. The beginning student will simply not understand most of the language around him. It will be noise, unusable for acquisition.

The value of second language classes, then, lies not only in the grammar instruction, but in the simpler "teacher talk", the comprehensible input. It can be an efficient place to achieve at least the intermediate levels rapidly, as long as the focus of the class is on providing input for acquisition.

I. The Role of Output from The Input in the Classroom

The Input Hypothesis makes a claim that may seem quite remarkable to some people—we acquire spoken fluency *not* by practicing talking but by understanding input, by listening and reading. It is, in fact, theoretically possible to acquire language without ever talking. This has been demonstrated for first language acquisition by Lenneberg (1962), who described the case of a boy with congenital dysarthria, a disorder of the peripheral speech organs, who was never able to speak. When Lenneberg tested the boy, he found that the child was able to understand spoken English perfectly. In other words, he had acquired "competence" without ever producing. The child was tested at age eight, and there is no way to tell directly whether his lack of output had slowed down his language acquisition. It is quite possible that if he had been able to speak, he would have acquired language somewhat faster, due to the *indirect* contribution speaking can make to acquisition.

Output has a contribution to make to language acquisition, but it is not a direct

one: Simply, the more you talk, the more people will talk to you! Actual speaking on the part of the language acquirer will thus affect the *quantity* of input people direct at you.

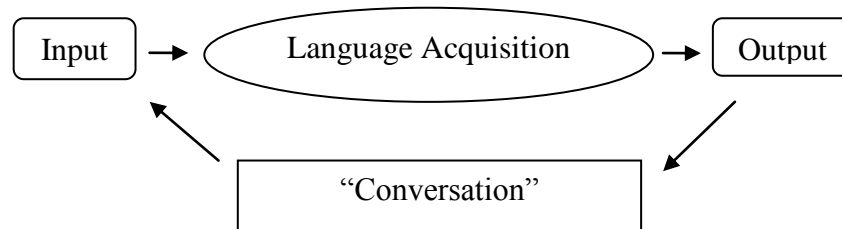
It will also affect the *quality* of the input directed at the acquirer. Conversational partners often try to help you understand by modifying their speech ("foreigner talk"). They judge how much to modify by seeing whether you understand what is said, and also *by listening to you talk*. A second language speaker who makes lots of mistakes, has a poor accent, and is hesitant, will most likely receive, in general, more modified input than a speaker who appears competent and fluent. Engaging in conversation is probably much more effective than "eavesdropping" for language acquisition. In conversation, the second language acquirer has some degree of control of the topic, can signal to the partner that there is a comprehension problem, etc. In other words, he can manage and regulate the input, and make it more comprehensible. There is no such control in eavesdropping, but in order to participate in conversation, there must be at least some talk, some output, from each partner. Hence, the indirect contribution of speech.

a. "Conversation" and Language Acquisition

Some scholars have suggested that "participation in conversation" is responsible for language acquisition. In the light of the above discussion, we can see that this is true, in a sense.

"Conversation", however, is not in itself the causative variable in second language acquisition. It is one way, and a very good way, to obtain input. It is theoretically quite possible to acquire without participating in conversation, however Comprehensible *input* is responsible for progress in language acquisition. This figure illustrated the indirect, but often considerable, contribution output can make to language acquisition.

Figure 2.1



Output is possible as a result of acquired competence. When performers *speak*, they encourage *input* (people speak to them). This is *conversation*.

b. Output and Learning

Output can play a fairly direct role in helping language learning, although even here it is not necessary. Output aids learning because it provides a domain for error correction. When a second language user speaks or writes, he or she may make an error. When this error is corrected, this supposedly helps the learner change his or

her conscious mental representation of the rule or alter the environment of rule application. We may thus compare an "output approach" to the input approach promoted here. Could we teach language primarily by encouraging production, with little or no input, and correcting all errors? Such a technique, in addition to being maddening, relies entirely on the students' ability to learn grammar. This is not to say that error correction is totally useless and that learning is of no value. Learning has a role to play, and error correction may be of use in certain situations.

CHAPTER III

RESEARCH METHODOLOGY

In this part, the writer described about research method that used in conducting the research. The purpose of this chapter is to answer the problem of the study. This chapter will consist research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure and data endorsement.

A. Research Design

The researcher aimed to analysis the second language transfer with minimum exposure to target language learners; especially how process second language acquisition learners to target language in the classroom. This study will conduct the study by applying qualitative approach. According to Creswell (1994:4) the qualitative is termed naturalistic. Dawson (2009: 14) states the qualitative research explores attitudes, behaviors and experiments through such as method as interviewers or focus group.

The type of the study is a study case. According to Creswell (1994:456) a case study is an-depth exploration of bounded system (e.g., activity, event, process, or individuals) based on extensive data collection. The phenomenon must be identifiable within a specific context. In other word, case study is not so much about how the phenomenon is studied but

rather about the choice of what to study (Donald, 2010: 454). In this study research will analyzed the EFL teachers' perception on L2 learner in Golden Christian School of Palangkaraya.

B. Subjects of the Study

The subject in this research was the English teacher of VIII grade class. The researchers choose them because based on the research problems, researcher focus on EFL teachers' perceptions on L2 language exposure during the learning process in the classroom.

According Ary (2010:428) qualitative researchers are purposeful in selecting participants and settings. They select purposive samples believed to be sufficient to provide maximum insight and understanding of what they are studying. They use their experience and knowledge to select a sample of participants that they believe can provide the relevant information about the topic or setting. The researcher chose the subject based on purposive sampling criteria which EFL teacher in Golden Christian School of Palangkaraya.

C. Source of Data

In this research writer collected data from activities during the learning in VIII class at Golden Christian School Palangkaraya. The researcher only focused in how teacher teach English subject in the classroom. In this research collect the data based on the result observation,

interview and documentary analysis. It will be conducted at VIII classroom at Golden Christian School of Palangkaraya during 1 month.

The object of the study is EFL teacher of VIII grade class. The data from real conditions of Golden Christian School is expected to be reasonable and acceptable.

D. Research Instruments

According Nusa (2012: 69) researchers are themselves the instrument for data collection and analysis through observing, participating and interviewing. They acknowledge and monitor their own biased and subjectivities and how the color interpretation of data. As the explanation above, the researchers is the key of research instrument in qualitative research because only humans are able to explore the deepest meaning, build communication and interaction and participation with research subjects in the context of natural research such as qualitative research. In this study the researcher used observation, field notes, interview, and documentation to collect the data collection procedure.

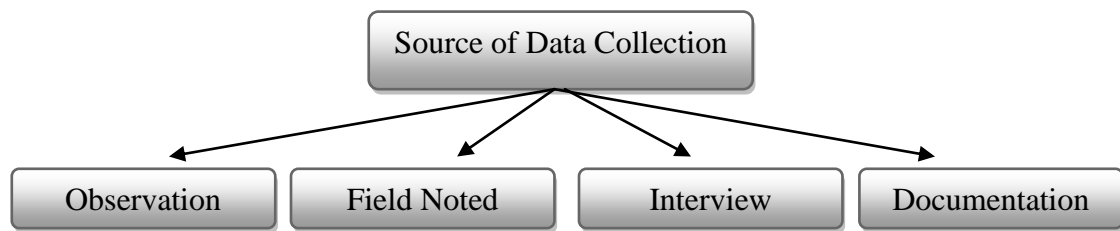
E. Data Collection Procedure

Data collection techniques employed in this study are classroom observation, interview and document analysis. As stated by Creswell the data collection in descriptive study is typically extensive, drawing on multiple sources of information, such as observation, documents, and

audiovisual materials (Creswell, John W, 2010).

Based on the study, the writer will collect the data by using observation, interview, and documentation. It can be drawn as follows:

Figure 3.2



1. Observation

Observation is a basic method of obtaining data in qualitative research. According Creswell (2016: 254) observation is the process of firsthand information by observing people and places at research site. Qualitative observations rely on narrative or words to describe the setting, the behaviors and the interactions based on the field notes. The researches will observe how do EFL teacher perceive on L2 language exposure at Golden Christian School of Palangkaraya. The researchers will conduct the observation as passive participant or observer as participant. Ary (2010:433) stated in the observer as participant stance, researchers may interact with subjects enough to establish rapport but do not really become involved in the behaviors and activities of the

group. Their status as observer/researcher is known to those under study. Their role is more peripheral rather than the active role played by the participant observer. The researches came to class but did not involve in teaching and learning activities. The researcher analyzed data from the field notes to identify students and teacher behavior activity in the classroom.

2. Field Notes

According Burgess (1991:191) when observing a culture, setting, or social situation, field notes are created by the researcher to remember and record the behaviors, activities, events and other features of the setting being observed. Field notes are meant to be read by the researcher to produce meaning and an understanding of the culture, social situation or phenomenon being studied. Ary (2010:435) also stated the researcher may make brief notes during the observation but then later expands his or her account of the observation as field notes. Notes may supplement information from other sources, including documents and interviews, or they may comprise the main research data. Field notes contain what the researcher has seen and heard. They have two components: (1) the descriptive part, which includes a complete description of the setting, the people and their reactions

and interpersonal relationships, and accounts of events (who, when, and what was done); and (2) the reflective part, which includes the observer's personal feelings or impressions about the events, comments on the research method, decisions and problems, records of ethical issues, and speculations about data analysis. Field notes may include photographs and audio and video recordings.

The researcher wrote field note every meeting from started Monday, July, 31 2017 until finished on Monday, 04 September 2017 in VIII grades classroom at 08.15-09.45 A.M.

3. Interview

Lexy (2000:135) stated the interview is conversation with particular purpose. The conversation is done by two people or more. Interview has a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing. They are interviewer who asks the questions and the interviewee who answers the questions. The researcher will conduct interview to get the information about learning process activity in VIII classroom. In this case, the researchers will hold interviews with the teachers to will find out how teacher perceive to give the input of second language for students in the classroom.

The researcher (Donald, 2010:438) also told the interview used in the study is structured interview, scheduled for the specific purpose of getting certain information from the subjects. Each respondent is asked the same set of questions, but with some latitude in the sequence. Although the questions are structured, qualitative structured interviews differ from quantitative structured interviews. In the qualitative approach, the list of questions is generally more limited in length and most questions cannot be answered with yes or no or limited word responses. The purposed researcher is to get the data about how the teacher gave the input of second language acquisition in process learning target language in the VIII grades classroom.

4. Documentation Analysis

Document is record of event in the form written, pictures, or monumental work. He said documents are not produce for the research purposes (Donald 2010:443). In this research, to make a strong data, researcher will be used the documentation such as taken the photos and videos of research. The researcher did documentation for every studied English subject in the VIII classroom on Monday at 08.15 - 09.45 AM.

Based on documentation the researcher got data to analyze

about the analyze EFL teachers' perception on L2 language exposure in Golden Christian School.

F. Data Analysis Procedure

Analysis is process of organizing data to get the meaning of them. Ary (2010: 334) stated data analysis is the process of systematic searching and arranging the interview transcript, field notes, and other material that can be accumulate to increase your understanding your research and present what you discover in your research.

Miles and Huberman via Sugiyono stated the activities in analyzing data are data collection, data reduction, data display, and conclusion drawing. Thus, the data analysis activities used in the study were:

1. Data Collection

The collection of data on the main qualitative research is observation, in-depth questioner study documentation, and combined of all three tools is triangulation. Researcher does passive observation of participants. Then, researcher visits the place of the activities, but does not get involved in such activities. By the above research description, researcher collects data by three ways i.e. observation, field notes, interview and documentation analyses.

For the first steps is researcher observation when classes

take place. The researchers attend as passive participant and took note to field notes and used observation checklist to identify student's behaviors by the teacher and student activeness in target language. So, the researcher can measure the input to student's comprehension about target language.

The second step is field notes. According Burgess (1991:191) when observing a culture, setting, or social situation, field notes are created by the researcher to remember and record the behaviors, activities, events and other features of the setting being observed. Field notes are meant to be read by the researcher to produce meaning and an understanding of the culture, social situation or phenomenon being studied. Ary (2010:435) also stated the researcher may make brief notes during the observation but then later expands his or her account of the observation as field notes. Notes may supplement information from other sources, including documents and interviews, or they may comprise the main research data. Field notes contain what the researcher has seen and heard. The researcher wrote field note every meeting from started Monday, July, 31 2017 until finished on Monday, 04 September 2017 in VIII grades classroom at 08.15-09.45 A.M.

The third steps is interview, the interview used in the study

is structured interview. The structured interview scheduled for the specific purpose of getting certain information from the subjects. The researcher conducted interview to get the information about to get the data about how the teacher gave the input of second language acquisition in process learning target language in the VIII grades classroom.

The last step is documentation analysis. Document is record of event in the form written, pictures, or monumental work. He said documents are not produce for the research purposes (Donald 2010:443). In this research, to make a strong data, researcher will be used the documentation such as taken the photos and videos of research. The researcher did documentation for studied English subject in the VIII classroom on every Monday from July, 31 2017 until September, 4 2017, at 08.15 - 09.45 A.M.

2. Data Reduction

In data reduction, the researcher will choose the main data or summarized the data, and focused on the EFL teacher perceives on L2 language exposure in learning process. It is soon molded in writing form in order to be easy to understand and analyze.

3. Data Display

Data display is a process to arrange the result of the data

reduction made in report systematically in order to be understood and reasonable. Simplify of the data and arrange question that related to the problem of the research. So, in this case the researcher write done the simple explanation about the data from data reduction.

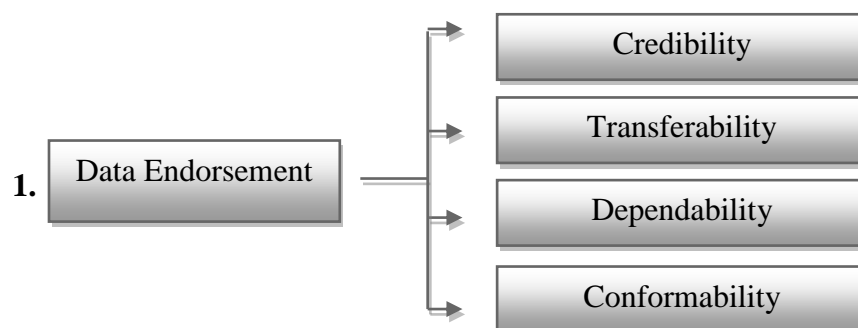
4. Data Verification/ Conclusion Drawing

Conclusions and verification are writing the conclusion and answering various problems with formulating strong evidences and supporting in the stage of data collection. Qualitative research is new findings that previously do not exist. The findings in the form of a description or the description of the objects that are previously still dimly lit so thoroughly after it becomes clear. The researcher made conclusion after concluding the data reduction and the data display.

G. Data Endorsement

Sugiono (2012: 366) said that there are four techniques to determine the endorsement of the data. They are credibility, transferability, and conformability.

Figure 3.3



According Sugiono (2012: 368) credibility means trustworthiness of the data. Chaedar (2011: 140) said in naturalistic approach, validity of the data refers to the finding data was appropriate in the reality. The data credibility is supported by some techniques as follows:

a. The Observation Extension

According Sugiono (2012:369) from the observation extension, it is result rapport between researcher and subject of the study, so there is not information be hid. Then the researchers will recheck the data collection based on the recent observations in the observation extensions. Related to this study, researcher will observe more in VIII claasromm with the teacher to know the new condition and recognize culture of environment of the place and check the truth information that is gotten in it.

b. Triangulations

The study used techniques triangulation. Sugiono (2012:330) Technique triangulation is researches will collect data by various techniques from the same sources of data. In this case, the researcher used observation, field

notes, interview, and documentation analysis.

c. Using References Material

The researcher will collect the evidences of the data as the supporter of the data. They are photos of teaching and learning process in the classroom, observation checklist, field notes, and the result of interview such as the record and notes of interview and the photos of concluding the interview.

d. Member Check

The researchers will recheck the finding data to the data sources or the subject of the study. The purpose of the member check is to inform and confirm the data result to the subjects of the study before writing the study report. From the explanation above, researcher will conduct member check over findings or conclusions will get after attend classroom to the members order to re-check whether the findings could be accepted or not.

2. Transferability

Sugiono (2012: 376) said transferability relates to the questions, how far the result of the study can be applied by the other people in other context. So, that people can understand the

result of the study then want to apply it; a researcher must report the study clearly, systematically and acceptably. Therefore, the researchers try to report the study clearly, systematically and acceptably. The reader of this study will be easy to comprehend the study so people can implement the study result in the other location.

3. Dependability

Dependability of the data is known if the other researchers of people replicate the study process. Sugiono (2012: 377) explain dependability examining is conducted by auditing all of the study process to prove the data reliability. Therefore, the researcher will focus to the problems, went to the field, determined the source of the data, collected the data, analyzed the data, examined the endorsement of the data, and made the conclusion of the data.

4. Conformability

Examining the conformability can be done by examine the result of the study that related to the process. The result of the study must come from the process of the study without any manipulation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Presentation

This chapter describes the data obtained using the methods and procedures described in chapter III. This presentation consists of a description of the data presented on the topic according to the research questions. The research problem in this study analyze how do EFL teachers' perceptions on L2 language exposure at Golden Christian School. This exposure is derived from observations (what happened) and / or interview results (what was said) and other information descriptions (e.g. from documents, photos and video recordings). In this study the researchers use three methods to conclude the data in the researcher site:

1. Observation

The researchers will conduct the observation as passive participant or observer as participant. Ary (2010:433) stated in the observer as participant stance, researchers may interact with subjects enough to establish rapport but do not really become involved in the behaviors and activities of the group. Their status as observer/researcher is known to those under study. Their role is more peripheral rather than the active role played by the participant observer. The researches came to class but did not involve in teaching and learning activities. The researcher analyzed data from the field notes to

identify learning process by the teacher and student activeness in target language at classroom.

The general observation purpose to get specific data which covers the study, they are:

- a. The study location is: Golden Christian School Palangkaraya

Researchers choose this school because Golden Christian School Palangkaraya is the one of the favorite school in Palangkaraya. Especially in English lesson at Junior and High school grade, they had 3 English subject in a week such as English, UNC English, and SLA subjects.

- b. Teachers and Students.

Teachers at Golden Christian School Palangkaraya are the teachers who have a qualifications and good educational background in the field of education for children like undergraduate and postgraduate of education. in English lesson, this school also have a native speaker teach SLA subject. In this study, the sample is 1 teacher of English subject.

The researcher choose students from VIII grade junior high school of Golden Christian School amounted to 15 people, this is the amount of a student's overall of VIII grades students in Golden Christian School.

- c. The research subject is: Teacher of English subject in VIII grade at Golden Christian School Palangkaraya.
- d. The research object is: EFL Teacher Perceptions on L2 language exposure at Golden Christian School of Palangkaraya.

The researcher did the observation since 31 July 2017 – 4 September 2017, the researcher observed in English subject activity in VIII classroom at Golden Christian School. Actually for the observation checklist, the researcher already did on 19 -21 June 2017 and continued the observation the classroom on 27 July 2017 because they on holiday and the school activity started on 30 July 2017.

Figure 4.1 Observation Checklist

OBSERVATION CHECKLIST	
Title : EFL Teachers' Perceptions on L2 language exposure at VIII classroom Research : Ida Royani Place : 8 Grades Classroom	
Does teacher using second language intensively in the classroom?	✓
Does teacher use appropriate second language with student's grade level in the classroom?	✓

Does teacher using media or tools during explain the material in the classroom?	✓
Do students actively listen to explanations from the teacher?	✓
Does the student understand the second language that the teacher uses in class?	✓
Do students follow the movements exhibited teachers?	✓
Do students respond actively to the teacher's questions?	✓
Does the class look conducive during the lesson?	✓

2. Field Notes

According Burgess (1991:191) when observing a culture, setting, or social situation, field notes are created by the researcher to remember and record the behaviors, activities, events and other features of the setting being observed. Field notes are meant to be read by the researcher to produce meaning and an understanding of the culture, social situation or phenomenon being studied. Ary (2010:435) also stated the researcher may make brief notes during the observation but then later expands his or her account of the

observation as field notes. Notes may supplement information from other sources, including documents and interviews, or they may comprise the main research data. Field notes contain what the researcher has seen and heard. The researcher wrote field note every meeting from started Monday, July, 31 2017 until finished on Monday, 04 September 2017 in VIII grades classroom at 08.15-09.45 A.M.

3. Interview

The researcher (Donald, 2010:438) also told the interview used in the study is structured interview. The structured interview scheduled for the specific purpose of getting certain information from the subjects. The researcher conducted interview to get the information about to get the data about how the teacher gave the input of second language acquisition in process learning target language in the VIII grades classroom.

Figure 4.2 Interview Guideliness

INTERVIEW GUIDELINESS	
For English Teacher	
Title	: “Teaching English with minimum exposure to target language in the classroom.”
Date	: On Friday, August, 11 2017.
Researcher	: Ida Royani
Participant	: Mr. Rio

1.	Why are you interested in becoming a language teacher?
2.	What is your reason of using the target language in the classroom intensively?
3.	How do you engage your students in instruction and get them to use the target language?
4.	What do you do when it is obvious that students do not understand what you are saying?
5.	Could you tell me how you assess whether students understand what is happening in your classroom and why do they make them?
6.	And what are some common issues L2 learners have when they are learning a second language and how do you help students overcome those issues?
7.	What is the role of grammar and accuracy in language learning?
8.	How proficient would you expect to your students to be at the end of a certain period of time of instruction?
9.	What is the role of the textbook and other ancillary materials?
10.	What is your special method or steps to provide their second language acquisition in the classroom?

4. Documentation

Document is record of event in the form written, pictures, or monumental work. He said documents are not produce for the research purposes (Donald 2010:443). In this research, to make a strong data, researcher will be used the documentation such as taken the photos and

videos of research. The researcher did documentation for every studied English subject in the VIII classroom on Monday at 08.15 - 09.45 AM.

Based on documentation the researcher got data to analyze about the EFL teachers' perceptions on L2 language exposure at Golden Christian School.

B. Research Finding

This chapter presented the result of the findings. It was intended to answer the problems of the study. In finding, the researcher described the process of calculating and presenting result of the data. Where as in the discussion section the researcher will analyzes the finding. The researcher did the research and got the complete data from all the research instruments including interview and documentation analysis. To getting the objectives of the research, the researcher had analyzed the data systematically and accurately. The data was analyzed in order to draw conclusion about the objective of the study. Researcher showed the findings in this chapter into 3 points below.

1. The Result of Observation in EFL Teacher Perceptions on L2 language exposure at Golden Christian School of Palangkaraya

During the research, the researcher conducted a 30 days research, during which time researching by gathering information, analyzing events, looking at every activity that took place in classroom, and paying attention to the subject of research and learning process of target language in VIII

Grades classroom. Researchers have made observations to 15 students who became representatives of each of students.

OBSERVATION CHECKLIST		
Title : EFL Teachers' Perceptions on L2 language exposure at VIII classroom Research : Ida Royani Place : 8 Grades Classroom		
Does teacher using second language intensively in the classroom?	✓	The teacher really did second language intensively in the classroom during the learning process.
Does teacher use appropriate second language with student's grade level in the classroom?	✓	The teacher used regular or language that easily understood to the students in the classroom.
Does teacher using media or tools during explain the material in the classroom?	✓	The teacher used media like speaker in the classroom when he focus teach in learning skill in the English subject.
Do students actively listen to explanations from the teacher?	✓	Because this class had few members so it easily to

		them actively listen the teacher explanations.
Does the student understand the second language that the teacher uses in class?	✓	Most of them understood with the explanation even though they still response the teacher with <i>Bahasa</i> .
Do students follow the movements exhibited teachers?	✓	They actively response the teacher instruction during the lesson.
Do students respond actively to the teacher's questions?	✓	The students really active asked about the material during the lesson.
Does the class look conducive during the lesson?	✓	the students that was very easy to set up in class.

The researchers also did analyze data from field note to strengthen result of the observation checklist. The analytical data is elaborated as follows:

a. First observation

The first observation which held on Monday, July 31, 2017 and started at 08.15-09.45 A.M at the VIII grades classroom. Because that was the first meeting teacher introducing his name and get know each other with the students.

Firstly the teacher came to the classroom and the students gave greetings to the teacher. The teacher opened the class with communications with the students. First, he introduced the name and address. The students responded him by asking her personal data such as his girlfriend, social media account and etc. The students seem feels more confident because the teacher gave friendly atmosphere between teacher and students.

Next, the teacher checked the present list and instructed them to introduce their name one by one. Still, most of students have anxiety and doubt when tried introduce theirself one by one. The teacher started lesson by opened unit 1 from their handbook. The teacher asked students to read passage and answer exercise on 'read and listen' part a and highlight the unknown words from the passage. The teacher gave them 15 minutes to finish the exercise. After finished the task, the teacher asked students mentions the unknown words and wrote on the whiteboard to find out together and answered the exercise. The teacher explained the material about the inventions helps human. Some students tried sharing their knowledge or experience about inventions to the classmates and others seem daydreaming do not notice their friends.

Then, the teacher instructed students to listening podcast CD1 T5 'listen again and answer the questions' task and answer the question. The students tried hard pay attention listen the podcast and answer the questions. The speaker of podcast was native speaker, so the problems of them it seems from the pronunciation of it. The teacher plays the podcast twice to make sure students get the point of podcast and answer the exercise. After finished the podcast questions, the teacher collect the paper sheet and remains students to prepare the next material about past continuous tense and the teacher close the lesson by praying together then take a break time.

In this meeting, the students looked really excited in first meeting seen by their responses toward the teacher. It's because the teacher gave friendly atmosphere in the classroom. The learning processes in the classroom also going very conducive because the class member only have fifteen students, so the class more easy to arranged by the teacher. But, two or three students the students looked tired and bored in answer the listening section exercise because they do not really known what the speaker said was. In explanation, the teacher spoke 80% in target language because they understand the teacher explanation well during the lesson in the classroom.

b. Second observation

At the second observation which held on Monday, August 7, 2017. The meeting started at 08.15-09.45 A.M in VIII grades classroom. The will teacher explained the next material about past continuous tense.

The teacher came to classroom and the students gave greeting to him. Afterward, the teacher asked to the students some questions related with the last material. Some students answer the questions with her own words explain about the last material about the inventor. Next, the teacher began to explain the new material about past continuous tense. Before he continued his explanation, he saw some students not bring the handbooks. The teacher gave them warning to always bring the books when studied English even for every subject. They just kept silent and listens the teacher warning. After that the teacher continued his explanation about past continuous tense and asked students to take a look at 13 pages in their handbook. The teacher explained the rule based on a table on it. The learning process going very well because that time students more focused and calmed than the last meeting.

Next, the teacher asked students to answer the exercise in part a and part b about the grammatical rule. First exercise students asked

to matching the right word for the sentence and second one was change the word based on the rule of past continuous tense that teacher had been explained. However, still the students confuse about the grammatical rule because most of them still confused answer the second exercise. Because of that the teacher re-explained the rule again. The students also more active asked the question in second explanation. After that the teacher asked them to accomplish the unfinished question at least 10 minutes.

Because the students looked bored and tired, the teacher asked him play some games to the students. First, teacher divide students into 3 groups and each of group had 5 students who 4 students become reporter and 1 student be an actress or actor or the famous people. Make a simple conversation or interview about the famous people past life in 10 minute. The teacher walked around check the students comprehend about making the transcript and did present list too. The students looked excited and enjoy working on group. Then, the teacher asked them performed in front of class. The teacher gave assessment according their work on group and performance in front of class. After the last performance the break bell ringing and the teacher remain the students about the next material and pray together.

In this meeting, at first students seems quiet and focus on the learning process but the result of their comprehension not really good. However, when the teacher gave some games and divides students into a group they seem more enjoy and followed the grammar explanation easily. In explanation, the teacher used 50% in English and 50% in *Bahasa* because they more understand the material if the teacher translated his explanation with both languages.

c. Third observation

At the third observation which held on Monday, August 14, 2017. The meeting started at 08.15-09.45 A.M in VIII grades classroom. The will teacher explained the next material about past continuous tense versus past tense.

As always, the teacher came to the classroom and the students gave greetings to teacher. Next, the teacher asked about the last material. Sisi tried explained the last material about the past continuous tense. Sisi is one of the most active students in the classroom. She always tried to answer or response the teacher questions more than other students. Next, the teacher asked the students to opened the handbook and continue the next material. In this lesson the teacher asked students to answer the question about simple past tense first. The teacher wanted to observe students

comprehension about the past tense by walks around check the students problem answer the question. Afterward, the teacher asked students to come forward and wrote the answer of the exercise. From students answered exercise, the teacher can see that students already know to use past tense correctly. After finished answer the question, the teacher started explains the differences between past continuous tense and past tense and also explained the use of conjunctions word 'when' and 'while' in past continuous and simple past tense. Unfortunately, the lesson happened only in briefly time because the school had prepared contest to celebrate the independence day of Republic Indonesia.

In this meeting, the teacher seems explained the material in hurry because the students distraction by other activities so that the learning process did not going well. But the teacher gave students home assignment for observe their comprehension about the material.

d. Fourth observation

At the fourth observation which held on Monday, August 21, 2017. The meeting started at 08.15-09.45 A.M in VIII grades classroom. The will teacher explained the next material about sport vocabulary and comparative and superlative adjectives.

As always, the teacher came to the classroom and the students gave greetings to teacher. Next, the teacher asked about their home assignment that he gave last meeting. After students collect the home assignment the teacher explained the next material. The teacher instructed students to repeat the difficult words after him. The teacher wanted checks their pronunciation and fix the wrong sound from the students' pronunciations. After that the teacher asked them to answer exercise on part a matching the picture with the correct name of the sports event. Then, students also answer the exercise part b about the profiles Olympics medalist. At that time, the teacher read the transcript of the podcast. The teacher realized the students still have difficulty to understand the native speaker on the podcast like the first meeting. After that, the teacher answered the exercise together with the students.

The teacher continued the lesson by explained the comparative and superlative adjectives material. The teacher wrote comparative adjective and superlative adjective on whiteboard and asked students to read together. The teacher asked students whether they are know the differences. Some students recognized the differences even though most of them still do not know. The teacher gave further explanation about the comparative and superlative adjective. The

student's active asked question about the material that they still confuse. Afterward, the teacher asked students answer exercise part a, b, and c in grammar section. The teacher walked around check the students' comprehension. Because almost break time the teacher asked students collect the answer sheet. The teacher also closed the class with remains about the material and remained students to prepare themselves to next material.

In this meeting, the learning process in the classroom was going very well. The teacher also known and recognize their students comprehension with reading the podcast transcript. In explanation, the teacher using 50% in English and 50% in *Bahasa* because the students much easily understand if several explanation did in *Bahasa* languages.

e. Fifth observation

At the fifth observation which held on Monday, August 28, 2017. The meeting started at 08.15-09.45 A.M in VIII grades classroom. The will teacher explained the next material about read passage about the sport tournament like basketball champions to increase their reading skill.

As always, the teacher came to the classroom and the students gave greetings to teacher. The teacher asked about the last material to

the students. Azreil tried answered the question with his own words. Before to the next material, the teacher confirmed to the student that he was forget explained the material about use of ‘(not) as...as’ rules to the students. Then, the teacher gave explanation to the student and asked them to answer exercise part a, b, and c in vocabulary and grammar sections. While the students answer the question the teacher checked the present list. After 15 minute, the teacher asked students to collect the answer sheet. Then, the teacher divided it randomly to the students. The teacher instructed them to mentions the answer based on the answer sheet that he or she got.

After that the students continued the lesson by asked the students take a look on page 20. The teacher asked students about their favorite sport to make students interest and feels confident to speak up their comments, thought, or opinion in the class. Some students like Sisi, Azreil, Tiffany, Michael and Elkana tried to communication and most students only silent. When the teacher asked the ‘silent student’, they started speak up about their opinion. To observe the students ability, the teacher asked them read the passage on page 20 and retell the story by themselves words. The student read the passage seriously. After at least 15 minutes the teacher confirmed he or she to stand up from chair and starts retell

the story. The teacher mentions the name of student and allowed him or she retell while teacher check the present list. The teacher pay attentions in every student's story and gave assessment for each of them. Afterward, the teacher gave home assignment the all exercise on page 20 except the pronunciations sections. The teacher closed the class with remained students about the next material.

In this meeting, the teacher focused in increasing their speaking ability because the still have anxiety and doubt speak up with English. There only a small percentage active students in the classroom.

f. Sixth observation

At the last observation which held on Monday, October 28, 2017. The meeting started at 08.15-09.45 A.M in VIII grades classroom. The will teacher explained the next material about adverbs or comparative adverbs.

As always, the teacher came to the classroom and the students gave greetings to teacher. That day the teacher did not open with brainstorming like usually. The teacher asked students to open the book and go page 21. The teacher explained the next material about adverbs or comparative adverbs. Some students tired and bored listens the explanation. After that, the teacher asked them to answer

the question in part c, d, e, and f. As always, the teacher checked the students by walking around to students one by one and asking what he or she still did not understand.

After finished answer the question, the teacher confirmed that next week is the middle test and today the teacher want to explains again from the first material until last material as their reminder. The teacher also asked student to answer exercise on page 25-26. The teacher closed the class by remind they again to study hard faces the middle test.

In this meeting, the teacher focused teaches the class with grammar and re-explain the last material because next week is the middle test. Some students looked bored but they can still follow the learning process in the classroom.

2. The Result of Field Notes in EFL Teacher Perceptions on L2 language exposure at Golden Christian School of Palangkaraya

The researcher wrote field notes started first meeting until finished on July 31, 2017 until September 04, 2017. There were sixth meetings because they were faced midterm examination. The students in that class really active using second language even the students seems looked anxiety and a bit unconfident but they still tried even its wrong or right. Because the teacher gave them push to use target language in the classroom by frequently using

the target language in the classroom conversation. The teacher also gave the maximal input to the students in the classroom because the comprehensive learning school provided by school also helps the learning process in the classroom (see the result of in Appendices).

3. The Result of Interview in EFL Teacher Perceptions on L2 language exposure at Golden Christian School of Palangkaraya

Researcher held the interviewed with VIII grades' English teacher on Friday, August 11, 2017 in Golden Christian School. After observing and get definite results of the field that English teachers in Golden Christian School Palangkaraya giving the input of second language in process teaching English at the VIII grade classroom, the researchers conducted interviews to the teacher that Rio Seprayen, S.Pd as an VIII grades' English teacher, from the interview researchers took the information:

a. General Information of input sources

According the interviewed, being a teacher it was not about his interest anymore, but be a teacher is like her responsibility because as the undergraduate of English education he had to share and transfer her knowledge to the next generations such his students.

b. Language transfer L2 learners with minimum exposure

The common issues teaching with students' minimum exposure were the first thing is they have lack of confident to speak

up their comments, opinion or just asked to the teacher. The second problem was they also have a lack of vocabularies. Because they not confident and the limitation of vocabulary, they became passive or choose kept silent in learning process in the classroom. Another reason is they consider in grammatical. They really hard thought whether what they said is true or false. They afraid made a mistake when started conversation or asking for the teacher in the classroom.

He also engaged the students to use English more in the classroom especially in English subject even though the grammatical still not perfect as the native speaker. He usually conducts some game to make lesson atmosphere more interesting. Besides games, he also did brainstorming or giving question in the beginning of study. So, they figure out about the material they will learn that day.

Nevertheless, the teacher also talked about the role of grammatical is important, but in writing skill. When they study about writing like tense or kind of text genre they have to consider and understand about the material. But when they speak or study about speaking skill the teacher not obliged use the perfect grammatical or afraid what the grammatical that he or she said. They just have to focus whether the sentence they conveyed it can be understood by the other person. So, the conversation will be going fine. However,

the teacher still emphasize that studied understand about grammar because the teacher cannot see the writing skill outcomes in writing ability.

In teaching learning process sometimes students looked really don't understand about the material. Firstly, the teacher will ask the students where they don't understand. Then, he repeated the explanation again. He also used *Bahasa* if it's needed. So, he translated the explanation again to *Bahasa*.

And to assess whether students were following the learning process or not in the classroom the teacher usually see from the students' response when the teacher finished explain the material. If they understand the students look excited but if not they usually look bored or tired. To handle that, he usually came personally like walks around to student to asked them. if needed, he speaks in *Bahasa* until they understand the material.

c. Providing Input for Target Language in the classroom

Based the teacher view, using the target language in the classroom intensively because he wanted be an example for his students to get more exposure with English even though only in the school. He want the students see English was not difficult as much as they thought.

In teaching learning process the teacher not have specially method for teaching. He just followed the teacher guidelines from the teacher resources book that already provide by the school. So, the teacher just applied the method based on the book in the class room.

d. Outcome from optimal input

The teacher really had high expectations of their students' ability. The students really do understand about the material. The teacher usually confirms the students about the objective of the study that they were should archive or complete in his lesson. So, the students should prepare themselves about the material first before the lesson started. Another facilitation to improve their proficiency is the UNC English or *Ujian Nasional* Club English. In this subject the students answer the question based on the material in English subject. So, students get used to or familiar with *Ujian Nasional* questions and condition and this exercise also really helps the students faced the *Ujian Nasional* later. He also said that this school had additional class who teach by a native speaker directly. The class named was SLA subject. This class improved students for speaking skill.

4. The Result of Documentations in EFL Teacher Perceptions on L2 language exposure at Golden Christian School of Palangkaraya

In this research, to make a strong data, researcher will be used the documentation such as taken the photos and videos of research. The researcher did documentation for every studied English subject in the VIII classroom on Monday at 08.15 - 09.45 AM. The researchers took documentation data such as take photos and videos in every meeting. Based on documentation, the researcher got data about the EFL teachers' perceptions on L2 language exposure at Golden Christian School (see the result of in Appendices).

C. Discussion

This chapter contains the ideas of researchers, the linkage between patterns, categories and dimensions, the position of findings / theories to theories and previous findings, as well as the interpretation and explanation of the findings / theories revealed from the field (grounded theory).

The researcher explains the findings related the language transfer process which is concerned with the analyze how do EFL teachers' perceptions on L2 language exposure at Golden Christian School such as observation, field notes, interview and documentation in VIII grades classroom at Golden Christian School Palangkaraya. From those data, the researcher tried to connect with the theories so that she hopes the results of the findings will describe the process transfer language on L2 learners with minimum exposure.

The research problem in this study is “How do EFL teachers’ perceive on L2 language exposure at Golden Christian School at Palangkaraya?” the result showed was giving the students maximum input to increase their comprehension about the target language. In the process language transfer, the school also gave many exposures to the students toward target language.

According Achmad (1990:20) to this hypothesis, we get the language if the received input is greater than we have. The formula followed in this process of input is the shift from stage i (i = level of competence in learning) to stage $i + 1$ ($i + 1$ = level directly following i during natural sequence) by understanding the content of $i + 1$ languages. In other words, if inputs are adequate and understood, then we are at stage $i + 1$. The usual sources are helper (the caretaker speech), teacher (the teacher talk) and native speaker (foreign talk).

Based the observation, field notes and documentation, the learning process in the classroom used almost 80% English intensively during the lesson. Even though the students looked anxiety and doubt using English the teacher gave friendly atmosphere to students using English as much as they can. The teacher also explained or speaking in *Bahasa* when the students looked not understands or confuse with the material. In students handbooks and the teacher resources book also showed material with many kind of methods or ways. The teacher had variations teaching method in every meeting based material on the book to make them more interest in learning English.

Based the interview, this school had three kind of English lesson in different class with each particular goal. The subjects were English 8G class, UNC English class and SLA class. The goals English class is improve their comprehension about reading, writing, speaking, and listening skill formally. They learned all material based their handbook provided by school. The goals UNC English is focused on their outcomes from English class and *Ujian Nasional* simulation. In this class they just answer question based English class material. And SLA class is additional or extracurricular class prepared by the school to improve their confidents in speaking ability. In this class, students get interaction with a native speaker directly and tried to communication with him. They just talked random stuff but in only with English language. Based the explanation we can conclude the input process in VIII grade learners' result were:

a. Optimal Input is Comprehension

This was clearly the most important input characteristics. It means L2 learners should be understand with meaning of the target language. If the L2 learner do not understand, then there is no acquisition happened. In this case, to aid the student's comprehension is the role of teacher talks and foreigner talker in give input to the students. The comprehension requirement suggests that the main

function of the second language teacher is to help make the input comprehensible.

b. Optimal Input is Interesting or Relevant

The optimal input focuses on accessing messages and not on the grammatical structure or the shape of the target language. In this case, the best input is very interesting and relevant so that the L2 learners or students can even 'forget' that the message is encoded in a foreign language. The teacher gives variation in teaching method or giving games during the input process in the classroom. The teacher also gave students comprehensive atmosphere in English class to makes students more enjoy and unstressed in learning process.

c. Optimal Input is not Grammatical Sequenced

Based the input Hypothesis claimed that when input is comprehensible and meaning successfully transfer to the L2 learner, $i + 1$ will be presented automatically. In this case, the input goals is make the L2 learner or students more actively using the target language with feels anxiety or doubts with the grammatical structure.

d. Optimal Input should be in a Sufficient Quantity

Even though the input hypothesis only focused on the comprehension of meaning from target language. The teacher must give L2 learner or students comprehension about the grammatical

rule. In this case, the role of teacher gives a sufficient material to achieve a given level of proficiency in second language acquisition, though to a lack of data.

Therefore, the teachers made the interactive drill or games during the target language lesson which includes comprehension of meaning and the grammatical structure as well. This is the challenge for teacher making the learning process can reach the goals of lesson.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to conclude the result of study and suggest beneficial thing based on the result of the study, as the following:

A. Conclusion

Based on the data presentation, research findings and discussion about the analysis of EFL teachers' perceptions on L2 language in Golden Christian School at Palangkaraya , it can be concluded that the learning process in the classroom have to give the students maximum input exposure to the target language. The students should get used to interactions using the target language in the classroom.

The language acquisition took place because there was comprehensible input. If input is understood, and if there's enough of it, the necessary grammar is automatically provided. So, with maximum interaction such as using target language intensively in the classroom, make a conducive atmosphere during the lesson, and have a comprehension input such as a native speaker teacher.

Habitual using target language as communication language indirectly helped students achieve "comprehensible input". It is because second language acquisition can be measured from the results of how the students' speaking patterns of speech during the lesson took place such as greeting,

requesting, commanding, promising, apologizing and excreta. As students accustomed use the target language as soon the acquisition from input can fossilization.

That condition also improved by a conducive learning process in the classroom. Using variety of learning methods and a friendly atmosphere make students interested and easier to follow the lesson.

One of the most important inputs that should be available is the native speaker teacher. Communication and given the input from a native speaker make students more confident use target language frequently. Students also have understood how the perspective of a native speaker communicates so there is no misunderstanding in the delivery of information in the conversation particularly in learning process at the classroom.

B. Suggestion

Based on the conclusion, the researcher would like to offer some suggestions.

- a. First, the teacher of English, especially English teachers from SMP Golden Christian School, to be able to find teaching method from another resources aside from the teacher resource's book in order to improve his students 'interest' in the learning process in English lesson. For example, it will be great if the teacher took some teaching

methods from Teaching English as a Foreign Language (TEFL) material that combined with games or drills from the handbook.

- b. Second, the students in VIII Classroom, Especially who active during the learning process in the classroom to shows and give a motivation with your classmate who still thinking that English language is really difficult to understand. Give a favor such as make a discussion forum about the problem during English problem during the lesson.
- c. The last is for the other researcher, in this research, researcher only focused in Input Hypothesis on EFL teachers' perceptions during learning process in the classroom. The researcher did not observe how the native speaker teacher point of view teaching L2 learners with minimum exposure and focus in input hypothesis. It will be great if the next researchers more deeply understand the hypotheses of language transfer in Second Language Acquisitions subject. So the further research can expose different views on teaching L2 learner with various exposure based the teaching process conditions. The researcher also hopes the next research will be better than this research and become an equipped to the next research.

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